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Non dubito fore plerosque, Attice, qui hoc genus scripturae. . . non satis dignum summorum virorum personis iudicent, cum relatum legent quis musicam docuerit Epaminondam, aut in eius virtutibus commemorari saltasse eum commode scienterque tibiis cantasse. Sed hi erunt fere qui, expertes litterarum Graecarum, nihil rectum nisi quod ipsorum moribus conveniat putabunt.

Compare also Cicero, Tusculan Disputations 1.1-4, especially 3-4, in which Cicero contrasts Greek practice and Roman practice in the matter of acquiring skill in vocal and instrumental music.

Next, compare Sallust, Catilina 25:

Sed in eis erat Sempronia, quae multa saepe virilis audaciae facinora commiserat. Haec mulier . . . fuit litteris Graecis et Latinis docta, psallere, saltare elegantius quam necesse est probae, multa alia quae instrumenta luxuriae sunt. Sed ei cariora semper omnia quam decus atque pudicitia fuit; pecuniae an famae minus parceret haud facile discerneres.

Entirely relevant to the matter more immediately in hand and bearing, too, on the topic discussed next in this paper—the status of actors among the Romans—is a story told by Aulus Gellius 1.5.2-3:

. . . Q. Hortensius omnibus fere oratoribus aetatis suae, nisi M. Tullio, clarior, quod multa munditia et circumspicte compositeque indutus et amictus esset manusque eius inter agendum forent argutae admodum et gestuosae, maledictis compellationibusque probris iactatus est, multaque in eum, quasi in histrionem, in ipsis causis atque iudiciis dicta sunt. Sed cum L. Torquatus, subagresti homo ingenio et infestivo, gravius acerbissime apud consilium iudicum, cum de causa Sullae quaereretur, non iam histrionem eum esse diceret, sed gesticularem Dionysiamque eum notissimae saltatriculae nomine appellaret, tum voce molli atque demissa "Dionysia" inquit "Dionysia malo equidem esse quam quod tu, Torquate, *ἀμουσος, ἀναφρόδιτος, ἀπορροδίωνσος*".

(12) I note next the phrase *nemo in scaena levior et nequior*, in 2.9. The suggestions of this passage are crystallized for us in the famous story of D. Laberius, the *eques* who was obliged by Caesar to act in his own mimes. The story is told at length by Macrobius, Saturnalia 2.7, but more tersely and powerfully by Suetonius, Iulius 39:

Ludis Decimus Laberius eques Romanus mimum suum egit donatusque quingentis sestertiis et anulo aureo sessum in quattuordecim a scaena per orchestram transiit.

The moment he became an actor Laberius forfeited all rights as a citizen, including, of course, his status as an *eques*; the gift of the ring and the 500,000 *sestertii* was a token of his restoration, by executive fiat, to equestrian rank. Gellius 20.4 cites Aristotle for proof that actors are as a class worthless: 'they are sometimes "flush" with money, sometimes out of funds; both states are conducive to worthlessness'.

(13) Lastly, we may, if we will, follow the suggestions conveyed by the variant reading *lecticis* in 2.20 (A. C. Clark, Oxford Classical Text Series, has *praediis lectis*). One might examine the use of *lecticae* and *sellae* (*gestatoriae*) both in and out of Rome: when did the use begin? what was thought of the use of *lecticae* by men,

etc.. etc. One might then go on to study the use of 'chairs' in modern times, ending with such surviving specimens as the one in Pickwick Papers, or that in Mrs. Gaskell's Cranford, or the one of which Kipling speaks in The Incarnation of Krishna Mulvaney.

C. K.

REVIEWS

Second Latin Book for Junior High Schools. By Frederick Warren Sanford and Harry Fletcher Scott. Chicago: Scott, Foresman and Company (1919). Pp. xviii + 408 + 81. \$1.20.

The book under review is a companion volume to the First Latin Book for Junior High Schools reviewed in THE CLASSICAL WEEKLY 13.70-71, but is considerably more voluminous (507 pages compared to 357). It is similar in binding, type, and paper, all excellent. It contains twenty-one cuts, but three of which would attract the attention of most young people. The contents of the book are as follows.

Part I (pages 1-56). This gives the stories of Perseus and Hercules from Fabulae Faciles, with the subjunctive eliminated from the latter story, and with notes and partial vocabularies printed at the foot of the page in both of the stories.

Part II (pages 57-125). This gives a series of thirty-five Lessons containing the inflections and the principles of syntax which were postponed from the First Book. These lessons do not differ from those of any First Latin Book except that there are innovations in the order of presentation (e. g. the first use of the subjunctive is in clauses of result, and the second in *cum*-causal clauses); and in the use of some unusual nomenclature. Thus, "Noun Clauses of Fact" means the subjunctive clause subject of *fit* and *accidit*; "Cum Descriptive Clauses of Situation" means the circumstantial use of this conjunction; a distinction is made between "future passive participle" (*Auxilium mittendum est*) and "gerundive" (*Spes urbis capiendae*); "Noun Clauses of Desire" means substantive clauses of purpose; "Relative Clauses of Description" means clauses of characteristic; "The Volitive Subjunctive in Principal Clauses" means the jussive and hortatory subjunctives. A third variation from most First Latin Books is found in the presentation of a number of topics which are usually considered too difficult or too unimportant for beginners. Such are the supine, the subjunctive of characteristic, the optative subjunctive, the anticipatory subjunctive, the future imperative with forms printed in the lesson, the genitive with verbs, the subjunctive of attraction.

Part III (pages 126-241). This part includes The Argonauts, from Fabulae Faciles, with notes and partial vocabularies at the foot of the page, and Stories from Roman History, partly written in excellent form by the authors, partly adapted from Viri Romae.

Part IV (pages 242-294). Here is given Caesar's Gallic War, Book 1, somewhat simplified, especially by printing in direct form practically all the indirect discourse.

Review Lessons—In addition, the work contains ten lessons in review of the First Latin Book for Junior High Schools (295-310); Lists of English derivatives from Latin (311-320); Grammatical Appendix (321-387), containing the paradigms (321-358), and rules of syntax (358-387), complete for both books; twenty-five Exercises in Latin Composition, exercises which would be suitable for the Latin Prose Composition of the second year in the regular High School (389-408); The Vocabularies (English-Latin, 1-9; Latin-English, 10-75) and an Index (77-81).

Such is the book. On the assumption that the teacher of a Second Year Latin class of a Junior High School with pupils of thirteen to fourteen years of age had this book to work with, the writer has considered what her programme would be. No doubt, in accordance with the authors' suggestion, she would wish to revive a knowledge of the elements after the summer vacation, and so would take up the ten Review Lessons. These are placed, not at the beginning, but at pages 295-310. However, they could be found. As each contains about 50 words for vocabulary review and upwards of twenty-five sentences in addition to reviews of syntax and paradigms, it is obvious that they could not be covered properly in less than 20 days at least. The authors then consider it desirable that knowledge be fixed by the reading of the Perseus and Hercules stories, 56 in number. This must take no less than 28 days. By this time the teacher will doubtless consider that she should get at the advanced work of the year and will attack the 35 lessons proper. The writer has taught for many years in a High School where promotions are made each semester, and it has been found impossible to cover 35 lessons of the difficulty of these in the five months, or rather in the four and a half months, of the term. In fact some of the syntactical points are not suitable for even the Second Year High School pupils, and a proof of this is that well-known composition books deal with them in the third and fourth year work. However, assuming that the pupils are brilliant and much in earnest, these lessons may be covered in four months, or 80 days.

Then appears The Argonauts, 24 stories, 12 days; and Stories from Roman History, 27 divisions, some of them lengthy, requiring at least 25 days. These are followed by the first book of the Gallic War, which, every one knows, is two-fifths of the regular second year High School reading, 60 days. Finally, there are the 25 Lessons in Composition, 25 days. The total time required, according to this computation, would be 250 days. The School year, allowing for opening, closing, classes occasionally missed, and examinations monthly or yearly, does not consist of more than 175 days. So this book, with the classes 'running on high' always, would occupy the year and about three months over.

The writer has no criticism to offer regarding the various parts of the book, except concerning the difficulty of the 35 Lessons. Each part with that exception is good in itself.

Obviously, it is the intention of the authors to offer a mass of material from which selection may be made; and the book will appeal to those teachers who find this method effective. The writer's experience, however, is that with young pupils the best work can be done with books which are meant to be studied from cover to cover, taking the lessons as they come. In the review, mentioned above, of the First Latin Book for Junior High Schools, the opinion was offered that there was no place in a Junior High School for a Second Latin Book. A few desirable matters could have been inserted in the earlier work, including some easy reading. From the nature of this Second Book, it appears that the authors and the reviewer are totally at variance regarding the amount of Latin material which it is wise to place at the disposal of Junior High School pupils.

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PROFESSOR SANFORD'S REJOINDER

Through the courtesy of THE CLASSICAL WEEKLY and of Mr. King the foregoing review was made available to the authors of the Second Latin Book for Junior High Schools for such comments as they might choose to make.

The Latin course below the Ninth Grade has not been standardized, partly because it is new, partly because the work is begun sometimes in the Seventh Grade, sometimes in the Eighth. These two Grades will doubtless come to constitute a part of the High School system, with the study of Latin beginning in the Seventh. It is fairly certain that the study of the subjunctive will not be tolerated in the first year of Junior Latin, and that the reading of Caesarean Latin in its original form will not be taken up until the third year. It is conceivable that a Junior book should contain matter for three semesters, to be followed by a small Reader for the fourth semester, or even that one book should cover four semesters. But the authors and the publishers of this series are convinced that the Schools will demand a separate book for each of the first two years; States that furnish text-books to the pupils will certainly prefer the arrangement just described, to avoid doubling of stock in the case of books that cover two years.

As to the amount of text included in the Second Book, predilections of teachers for this or that kind of reading matter must be considered in choosing material for a First Reader. It can not be assumed that all teachers will wish to read all the Fabulae selections or all the Stories from Roman History. Again, it is probable that only ambitious Schools will attempt the first book of the Gallic War even in its simplified form as presented in this book; such Schools, it is not unlikely, would omit much of the simpler reading provided. In anticipation of these varied tastes the authors believe that the book should contain textual matter in excess of the amount likely to be read by any one School after allowance should be made for other work pertinent to the plan of the book and of the series. Their purpose